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ABSTRACT

This report profiles 16 successful programs currently serving migrant secondary students and out-of-school youth. Background information describes instructional and support-service strategies that have been effective in migrant programs. Strategies include advocacy, assisted studies, career development, counseling, credit accrual, distance learning, English as a Second Language, extracurricular activities, flexible scheduling, leadership, mentoring, parental involvement, tutoring, and work-study. Program profiles include program components and program descriptions. When possible, a migrant youth who has benefitted from a specific program is profiled. Also included are a list of contacts and addresses for each program. All programs were designed to address the multiple needs of migrant students, whether it be credit deficiencies, limited English proficiency, teen parenting, child care, financial assistance, flexible scheduling, or student advocacy. (LP)

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Successful Secondary Programs and Training Models



National Program For Secondary Credit Exchange and Accrual (NPSCEA)

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Successful Secondary Programs and Training Models

Developed by

**National Program for Secondary
Credit Exchange and Accrual**

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PREFACE

Since the inception of the Migrant Education Program a large percentage of the designated funds have been directed to the education of the elementary-aged students. Services at the secondary level have been much fewer and have become more sporadic as funds are less available. There are, however, many good instructional and support service strategies that have been developed for the secondary-aged youth that are worthy of dissemination.

This document is the result of information gathered on the various program models currently being used effectively with secondary-aged youth. The information was garnered through review of the State and Local Activity Overview developed by the Migrant Education Secondary Assistance (MESA) project plus response to a survey conducted during the fall 1992 among the State Directors of Migrant Education and other Migrant Education personnel with secondary education responsibilities. In addition, many telephone interviews were conducted to clarify and/or expand upon information from the surveys.

When it was possible a migrant youth who has benefited from a specific program model was profiled to give further insights into program success. The youth are excellent examples of how the Migrant Education Program can have a positive and lasting effect on the lives of the children of our nation's migrant farmworkers. Each youth is to be congratulated for his/her accomplishments.

This document was prepared for the National Program for Secondary Credit Exchange and Accrual (NPSCEA) by the Eastern Stream Satellite site. Ms. Anne Salerno, Resource Specialist with the BOCES Geneseo Migrant Center, was the person primarily responsible for its completion. Ms. Salerno has prepared numerous publications in regards to the education of secondary-aged youth.

Eastern Stream Satellite, NPSCEA
BOCES Geneseo Migrant Center

NPSCEA National Office
Region One Education Service Center

OVERVIEW:

Strategies for Secondary Migrant Education

This report profiles sixteen examples of programs serving migrant secondary students and out-of-school youth. The examples chosen represent a broad range of services available nationally to secondary migrant youth. This report also provides background information on unique strategies that have been effective. Secondary-aged migrant youth are in need of a number of instructional, vocational and support services to achieve academic success. Various components have been noted again and again as parts of secondary programs considered successful. Writeups on each of these common components are included in this introduction with the many examples drawn from the materials state and local programs have shared with the National Program for Secondary Credit Exchange and Accrual (NPSCEA). Other programs are discussed at greater length in the program reports.

Advocacy

Migrant students are often not aware of school regulations, policies, graduation requirements, or the workings of the school system due to their mobility, cultural and language barriers.

Several states are redirecting migrant resources from tutorial and/or academic instruction to advocacy. Florida, for example, has designated Secondary Advocates who act as liaisons between migrant families and schools. These staff duties and responsibilities may include:

- identification of students
- career planning
- secondary credit exchange
- informal counseling
- tutoring
- referrals
- monitoring student progress
- parental involvement
- dropout retrieval

Former dropouts serve as youth advocates for migrant high risk students through Yuma Education Support Services in Arizona. The advocates are trained to provide tutoring and support service assistance and act as mentors.

The Adolescent Outreach Services (AOS) Program in Georgia provides advocacy within secondary schools and other community instructional agencies for migrant youth ages 13-21. Career development, life skills counseling, work experience and shadowing comprise services. Summer and after school programs are other options to assist with credit make-up and remediation. The Adolescent Outreach Specialists identify at-risk youth and contact school personnel in order to locate existing programs that fit students' needs. Specialists assist out-of-school migrant youth by

identifying community resources, i.e., GED, Adult Basic Education programs, Literacy Volunteers of America, etc., to provide needed services. Specialists also give information to parents and youth to support informed decision-making.

Self-advocacy has also been deemed an important asset in order for students to be able to speak up for their rights and negotiate difficult situations impeding success. California's Yo Puedo program develops secondary students' self-advocacy skills and leadership abilities in its training.

Assisted studies

Assisted studies courses for credit accrual such as the P.A.S.S. (Portable Assisted Study Sequence) program and the Migrant Student Program developed by the University of Texas at Austin (UT), offer students the chance to study on their own or with tutorial assistance. P.A.S.S. courses are offered in a number of states to migrant students through portable learning packets in which full or partial credit may be earned. The assisted studies courses available through the University of Texas enable migrant students whose expected school of graduation is Texas to take most of the courses required from that state. Partial credits may be consolidated through completion of lessons from the UT course.

Several Arizona migrant programs offer assistance in homework and P.A.S.S. courses through after school tutoring. Extended day classes during the regular school year operate in several high schools either in a specific course or in an area where P.A.S.S. materials form the actual coursework. Flexibility is seen in one school district's provision of summer tutoring and teacher assistance with P.A.S.S. or other course work from 7:00 AM to 7:00 PM.

In East Bloomfield, New York, tutors using P.A.S.S. materials, work in area migrant camps to assist youth to complete homebase course requirements. Arkansas' Independent Study and Credit Exchange (ISCE) program, based on the P.A.S.S. concept, offers migrant students the chance to take tutor assisted correspondence courses for high school credit at no cost to student or school. A contact person in the student's home school gives encouragement, tutors as needed, supervises tests and supervises mailing of completed work to the state ISCE coordinator for grading.

Career development

Migrant youth often have had limited exposure to spheres of work beyond agriculture. Their families' isolation from people in other career areas often leaves the children with a limited notion of options. Farmworkers do not need to go through an application/interview process typical in most employment situations and their children thus do not learn of the pre-employment skills through their families. Many migrant education programs noting this lack have included a career component in their programs. Georgia's Adolescent Outreach Services provide career development training. The Career Fairs in Oregon involve cooperation between migrant education and the private sector in offering youth a panoramic view of career options and educational programs.

The Migrant Dropout Reconnection Program (MDRP), a national program, has developed a series of bilingual clip sheets on various career options and a job brochure to assist youth with the job search process.

Counseling

Low self-esteem is often at the foundation of migrant youth's decision to leave school. Since migrants experience many factors in their daily lives placing them at risk of dropping out of school, intensive counseling efforts must be made to encourage them to think of their futures with optimism. A group of Texas migrant counselors recognized the need to address their students' poor self-image through the establishment of an intensive counseling retreat. As a result, the Life Management Skills Retreat concept has helped many migrant youth nationwide to make informed decisions about their futures, often including post-secondary education. In the Payson, Utah Jr. High, a counselor meets twice a week with migrant students having behavior problems to work on coping skills, self-esteem development, and goal setting activities as part of a "student at risk" grant. Migrant educators in Arkansas consider counseling to be of such importance that a counseling element has been built into the 1992/93 state plan. All 9th - 12th grade migrant students will be directly contacted by local education agency personnel or designees to identify deficiencies that might prevent the student from graduating in a timely manner. Activities will then be planned to address deficiencies.

Credit accrual

Migrant students often lack sufficient credit to graduate due to late entry/early withdrawal, a shortage of courses required at their designated school of graduation, and other factors. Cooperation between states in granting credit is a necessary step for assisting interstate migrant youth. Texas and Washington have a secondary credit accrual process involving the use of Texas curricula and textbooks in Washington migrant programs to ensure continuity. Texas, through the Texas Migrant Interstate Program (TMIP), has developed a number of manuals on such topics as late entry/early withdrawal, secondary credit accrual, staff development training, and migrant model tutorial programs. Eastern Stream states meet annually to discuss and ensure secondary students' educational continuity.

The Migrant Student Record Transfer System (MSRTS) data base is a keystone in the secondary credit accrual process. The secondary portion of the record documents coursework completed and clock hours taken in unfinished courses, and courses required for graduation. When updated and submitted to a receiving state on a timely basis, MSRTS records assist with the proper grade and course placement. Many states work cooperatively to keep the process running smoothly for the students' benefit. The annual Texas counselors conference is an example of interstate efforts to coordinate credit accrual activities between sending and receiving states. Participants have the opportunity to meet with Texas counselors to discuss specific students' records and also to make a direct on-line check with the MSRTS data base.

In Donna, Texas, the Credit Retrieval Program is available on Saturdays for migrant students who have scored 60-69% in a course and need to make up work. Regular classroom teachers are required by the principal to prepare a prescription packet for those students wishing to attend the program. There is also an in-school tutorial staffed by Migrant Education teachers for students who have received incompletes, but not failing grades, in a course. Regular classroom teachers must give the tutorial teachers packets of make-up work for students. Another credit accrual option in this Texas program is through Continuing Education/Extension coursework from a university. Migrant students enroll in the university, receive materials in the needed course, go to the tutorial during their independent study period to work on the materials, and mail them back to the university for review. The Migrant Education Coordinator administers the final exam; the university grades it and grants credit.

Princeville, Illinois, works closely with migrant programs from sending schools in Texas to ensure appropriate student placement. Teacher exchange between sites ensures continuity for migrant youth. New York and Texas Migrant Education Programs routinely exchange secondary counselors and teachers in efforts to assist youth.

Distance learning

Computer technology and educational broadcasting via satellite are feasible means of providing instruction to mobile migrant students. The concept of distance learning to serve migrant youth became a reality in several pilot projects implemented in the summer of 1992. The projects were assisted by the interstate coordination efforts of the Central Stream Program Coordination Center in Kingsville, Texas.

In Texas, Socorro High School purchased five laptop computers with printers and modems for student use while traveling. Students did coursework on computer and transferred files through phone connections project teachers for feedback and instruction in health, English, and microcomputers courses. Basic skills remediation was available through existing software in the home district's migrant program.

The University of Texas at Austin's TeleLearning Center offered eighth grade students an algebra course broadcast from Texas A & I University in Kingsville. The TeleLearning Center provided Texas Education Agency (TEA)-approved lesson plans, worksheets, and handouts from a certified math teacher to go along with the interactive broadcast. Students were able to talk directly with the teacher during the classes via phone equipment.

The Texas/Montana Distance Learning Project provided TAAS (Texas Assessment of Academic Skills) remediation to eleventh grade Texas-based migrant students who traveled to Montana with their families in the summer. The collaborative effort between a sending and receiving state ensured continuity in education toward

the goal of assisting students in mastering the mandatory Texas exit exam.

English as a second language (ESL)

Many migrant youth are in need of English language instruction to master the American educational system and to compete successfully in the job market. Washington State's Migrant Alternative School (MAS) provides ESL instruction and Spanish GED preparation in a program in which the majority of the students have never been enrolled in a United States high school. Spanish GED is essential for those students who have been educated in Mexico but need to hold a GED diploma while concentrating on the English language. MAS offers GED preparation in both English and Spanish, basic skills, some classes for regular credit for those planning to return to high school, vocational training, and employment/college counseling. MAS has morning, afternoon, and evening sessions during regular term and a six-week summer session that operates three nights a week.

Oregon has a unique program to serve limited English speaking pregnant or parenting teens ages 13-20, migrant and non-migrant. The Marion Education Service District's ESL Teen Parent Program housed in Woodburn High School serves five school districts. The program operates through the regular school year and offers a variety of academic courses, ESL, GED instruction, parenting and child development classes. Transportation and developmental child care are provided. Students are gradually mainstreamed into the regular high school classes. Funding is provided through a Title VII grant.

Extracurricular activities

Extracurricular activities can provide the incentive for migrant secondary students to stay in school. After-school clubs, athletic events, and special academic and cultural programs can give a student a sense of belonging and higher self-esteem. Girl Scouts and 4-H Clubs are often available in the rural areas where migrants live. Leadership skills, community service projects, learning about one's rights and responsibilities as a citizen, and developing respect for the environment are some of the components of those two organizations' programs which would develop youth's awareness of the world around them.

School policy is sometimes an obstacle in that students with low grades may be excluded from participating in extracurricular events. Lack of transportation, late arrival during the school year, work schedules and extra costs incurred for uniforms, special materials or equipment may also be prohibitive for migrant youth participation. Programs need to take such points into account in their planning.

Flexible scheduling

Due to migrant youth's need to work to assist their family economically, many lag behind their non-migrant classmates or are forced to leave school prior to

graduation. Programs that take into account migrants' need for flexible scheduling are making strides toward boosting the high school graduation rate. Extended day, summer, and evening programs are some of the options provided through various migrant education programs.

Washington State has operated secondary night schools for a number of years. The state has recently developed a planning guide to help migrant programs set up effective secondary night schools. The guide lists components necessary for a program including:

1. effective identification and recruitment
2. needs assessment based on holistic view
3. appropriate curriculum
4. appropriate staff
5. effective program operation/delivery
6. parental involvement
7. timeliness in student grade reporting and close down of program
8. evaluation of student outcomes and program operation

Leadership

An important program area noted by many state and local secondary programs is leadership development. The concept is often combined with ideas of promoting migrant students' self-esteem and self-advocacy skills. A number of states including Arizona, California, New York, Pennsylvania, Oregon and Washington provide leadership training through conferences of varying length for migrant secondary students. Conferences are generally held on a college campus. Topics focus on a variety of areas including self-esteem development, goal setting, improvement of study skills, and motivation to complete school and pursue post-secondary education. Problem-solving activities are presented in which students must make collective decisions and depend on each other through teamwork. The Life Management Skills Retreat, developed by Texas migrant counselors, focuses on intensive counseling, small group activities, and leadership training to help students develop a higher self-concept which enables them to take the first step toward making positive decisions for their life choices. The retreat concept has been replicated in other migrant programs as an effective counseling/leadership strategy.

Mentoring

An educator, employer or community member may serve as a mentor to migrant youth in various capacities. In the employment arena, a student may gain practical work experience and career exposure in work settings with the guidance of a mentor. A Summer Mentor/Volunteer Program in Visalia, California, matches migrant students with a volunteer community leader who serves as mentor. Students benefit from career exploration through completion of a work book, sampling various jobs, and identifying career goals with the mentor's aid and encouragement to stay in school. The Women, Options and Work (WOW) program in Geneseo, New York, is available to provide mentoring opportunities for

migrant girls and young women to explore non-traditional career options for women. The migrant participants meet with their female mentor at least six hours during the program at a job site to discuss potential career opportunities and plans, the educational steps needed in reaching them and overcoming the barriers that may impede women's success.

On another level, a mentor may be someone who serves as a valuable role model based on his/her personal achievements. A mentor can give encouragement and the extra incentive for youth to overcome obstacles and complete their education. Washington State's Mentorship Program focuses on strengthening and supporting migrant students' leadership skills as well as providing them an adult role model outside of their family. Mentors meet with students at least three times per school year to help motivate them in achieving their individual goals.

Parental involvement

Migrant education recognizes the importance of parental involvement in assuring student success. Parents taking an active interest in their children's education are in effect exemplifying positive role models. Even though many of the parents may lack the skills or educational background to help their children directly, their interest and support emphasize the value of education. Recently completed reports by the Migrant Education Section 1203 Interstate/Intrastate Coordination's Parental Resources for Involvement in Migrant Education (PRIME) program documented state activities fostering increased home/school partnerships. Bilingual materials; Parent Advisory Council meetings, and other school functions; parent resource centers; counseling retreats; empowerment and leadership workshops are some examples of activities available to migrant parents.

Parental involvement at the secondary level is, often times, difficult to document. There are, however, examples where migrant parents have an active participation rate. For example, migrant parents from Utah's Payson Jr. High district have an active say in what they think their children need in academic courses. Full credit courses are offered in the summer including computers, reading, writing, science, geography, and math. The Life Management Skills Retreat concept previously described has been expanded to serve parents of at-risk migrant youth in an attempt to give them the counseling strategies necessary to improve their self-image and enhance decision-making, communication and leadership skills that will strengthen family relations.

Some migrant programs coordinate efforts to serve migrant families through identifying educational and social service needs. This whole family approach recognizes that children need the support of the family to thrive and that families often need support services. La Familia Unida, in the Phoenix, Arizona area, serves families through providing GED, ESL and citizenship classes, social service referrals for parents and P.A.S.S. portable study packets and tutoring for secondary-aged migrant youth.

Tutoring

A number of states provide tutorial services to secondary-aged youth. Vermont schools provide direct instructional support both during and after school. To complement the tutorial program, staff make home visits to encourage home/school partnerships. Also, interagency coordination and free book distribution are components of Vermont's secondary program. College students from the College of Idaho in Caldwell and Ricks College in Rexburg, Idaho act as tutors and mentors for migrant secondary students in area schools. College students are paid a work-study type salary. Idaho has tutorial programs at most high school sites. A resource center at Blackfoot is open during the day.

Tutorial programs are not confined to a school setting. A home-based tutoring program operates in the North Central Region of Massachusetts Migrant Education program to provide forty-five minutes per day of individualized instruction for at-risk secondary youth. Eligible students include those unable to attend school due to illness, child care responsibilities, or other factors.

Peer tutoring is also an option. St. Landry Public Schools in Opelousas, Louisiana have an after school peer tutoring program. Peers work with teachers to help migrant students catch up and/or stay on grade level with other students. Peers make home visits with their students, and younger siblings if desired, in order to establish good study habits, develop self-esteem and life-long goals. The Jr. component of Strive to Achieve Yearly (STAY), a Florida dropout prevention program, provides tutoring by successful migrant high school students to at-risk migrants in grades three through eight. These students also participate in a recreation program conducted by Redlands Christian Migrant Association employees and STAY target students.

Work-study

Work-study options help ease the economic pressure that has forced many migrant youth out of school and at times have lured dropouts back to school. New York's Adolescent Outreach Program (AOP) gives students paid work experience at jobs of interest to students. STAY-Sr., the Sr. component of the Florida dropout prevention program, also offers work-study opportunities. STAY-Sr. provides targeted 9th-12th grade migrant students part-time employment in non-profit community agencies. There are also home-school interactions, counseling, tutoring, and dropout tracking.

Summary

When designing programs and services for secondary students, migrant educators should consider a holistic approach. The multiple needs of the students, whether credit deficiencies, limited English proficiency, teen parenting, child care, financial, flexible scheduling, lack of knowledge of the system or a host of others, must be taken into account. In the pages following sixteen secondary programs are presented with the goal of offering migrant educators a variety of ideas for addressing the possibilities of educational options for secondary migrant youth. These programs are offered as ideas. No one program perhaps would be taken intact and transferred to another area. Educators in each area instead, relying on their needs assessment, would take components of many of these options and adapt them to meet the needs of their secondary students.

ADOLESCENT OUTREACH PROGRAM (AOP)

Components:

- Academic assistance
- Advocacy
- Career development
- Counseling
- Dropout retrieval
- Evening instruction
- Home visits
- P.A.S.S. program
- Secondary Credit Exchange program
- Transportation
- Work experience/Job training

Description:

The New York State Adolescent Outreach Program (AOP) provides academic, vocational and support services to migrant youth, in and out of school. Program components are integrated within the tutorial system which operates in thirteen sites across the state. Statewide coordination is managed through the centralized Migrant Youth Programs.

At the tutorial level, AOP supports youth's academic program through career development/life skills counseling, advocacy, work experience and job counseling. Intensive summer programs help youth who have failed courses and/or need remediation to accrue credit or be promoted to the next grade.

An assigned AOP advocate in each tutorial plans, implements and supervises a comprehensive support program under supervision of the Tutorial Director/Coordinator and following the State Education Department's approved design. The AOP Advisor coordinates with the Tutorial Outreach Program's (TOP) instructional component to provide timely staff training and guidance for tutors on intervention and dropout retrieval strategies/issues.

Career development

Career education activities may include self-awareness and/or social and life skills counseling, career days, work experience, job shadowing, field trips of a cultural, educational or recreational nature, and college visits.

Counseling

Guidance and counseling services are available to in-school and dropout youth on an individual basis, in small groups, or through referrals to appropriate agencies. Activities are designed to encourage self-development and positive attitudes toward a good self-image and a solid relationship with the family.

Work experience/shadowing

Work experience/shadowing activities for the high school migrant student aim to develop good work habits, attitudes, and skills in the workplace. Dropout youth are provided support in re-entering an educational program or in obtaining unsubsidized employment.

Students in the work experience component usually meet once a week with staff for vocational counseling and career awareness training. They also receive on-the-job training for which they usually are paid a stipend or minimum wage provided through Migrant Education or JTPA funds. In some sites, students may earn elective credit for work experience. Migrant students in grade 7-9 have the opportunity to explore various career clusters.

Shadowing activities give students time to spend on-the-job with people working in different occupations. Students gain first hand experience in the world of work and are able to try out some jobs that hold their interest. The shadowing experience is usually non-paid.

Advocacy

Migrant students and their families may need a number of services related to their academic performance, health, emotional and social well-being. An Adolescent Advocate may assist directly or through referral services. Some of the advocacy services may include:

- adjusting educational scheduling to give migrant students equal access to program opportunities
- making referrals to Legal Aid, Department of Social Services, Child Protective Services, and other community service agencies
- translating for parents
- making arrangements for and attending parent teacher conferences
- expediting Secondary Credit Exchange
- making referrals to the Educational Opportunity Program (EOP) and other post-secondary options

Additional services

Students in grades 7-12 have the opportunity to earn credit through the P.A.S.S. program. They may work on the portable learning packages at their own pace under the advisement and guidance of assigned tutors. Secondary students benefit from the Secondary Credit Exchange effort to help them enroll in needed courses and receive academic credits that will be accepted toward their high school diploma in the states to which they move. Adolescent Advocates make home visits to promote parent involvement in their children's education.

CAREER DEVELOPMENT PROGRAM

Components:

- Career awareness
- College exposure in a residential setting
- Self-concept development

Description:

Students participate in a five-day residential program at Northern Illinois University. The three major goals of the program are to provide: occupational and educational information; transition from high school to advanced educational programs or work; and motivation and skills for personal and social development. Junior and senior migrant high school students who attend learn about options available after graduation in the world of work, higher education, military service or self-employment.

During the program students live in the dormitories, sit in on classes at both the university and local community college, and visit local businesses and industries where they have opportunities to explore career interests and learn about career options. Information on financial aid and supportive services is provided for those students wishing to pursue post-secondary studies. In addition, students complete individualized career plans, use computers to access career information, maintain a personal journal and participate in a wide variety of social and recreational activities.

CAREER FAIRS

Components:

- Career awareness
- Scholarships

Description:

Oregon holds two Career Fairs on college campuses in the eastern and western parts of the state to expose middle school migrant students to a variety of career options. The eastern one serves approximately 200 students while the western fair serves approximately 400. In this annual event, ten scholarships are awarded. The fairs are one-day events in which six sessions totaling between 30 and 36 workshops are held addressing educational, technical, personal developmental, and professional areas. Students take a campus tour and hear presentations given by exhibitors. Colleges and agencies set up displays in an exhibit area during the fair. Exhibitors' fees and donations from agencies are used to fund the scholarships which are awarded. The Career Fairs offer a parent orientation for a total of approximately 60 migrant parents. They may attend sessions on parents' and students' rights, Migrant Education's expectations of migrant students, National Goals for Education, and high school requirements.

At least two regional high school conferences are also held in eastern and western Oregon for migrant tenth through twelfth graders. Approximately 300 students attend each conference. In a format similar to the Career Fairs, students set educational goals and learn about the education required for various careers. The Hispanic Institute in Portland presents workshops and exhibitors' booths for migrant Hispanic high school students on education, careers, gangs and drugs.

CLOSE UP PROGRAM FOR NEW AMERICANS

Components:

- Citizenship program
- Community service-learning activities
- Local and state government field trips

Description:

The Close Up Foundation, in conjunction with the National Association of State Directors of Migrant Education (NASDME), has set aside a number of slots in its citizenship program for migrant students who have resided in the United States no longer than five years. Through the Close Up Program for New Americans, migrant high school students are able to participate in a yearlong academic supplement in civics. Hands-on government studies and community service-learning activities broaden the recent arrivals' knowledge and understanding of American politics and help them become effective citizens. Prospective participants include high school students with English proficiency and an interest in learning more about American cultural and political traditions. Students must also involve their parents or guardians during their participation.

The program is comprised of three parts:

1. Local Learning Activities in which after-school study groups make visits to examine state and local governments and issues
2. An in-depth view of the federal government during a weeklong visit to Washington, DC
3. Community Service-learning Projects

The first part gives students an orientation to government activities and issues in their local community. They meet with community leaders and visit government agencies from which they are helped by teachers to relate the concepts to their lives as new Americans.

During their weeklong visit to the nation's capital, students see firsthand how the Senate and House of Representatives work. They meet government officials, policymakers, and issues advocates. They visit the Jefferson, Lincoln, and Vietnam Memorials, the Arlington Cemetery, National Archives, and educational institutions like Georgetown University. They learn firsthand about the U.S. Constitution, Bill of Rights, naturalization process and health rights. Teachers participate in a parallel program for professional development. All participants spend time exploring the museums at the Smithsonian Institution.

The last part, Community Service-learning Projects, enables students to put their civic education into practice. With the guidance of their teachers, students may design and conduct projects such as voter registration drives, peer counseling and

teaching other migrants the steps they need to gain citizenship.

Students are encouraged to share what they learned with other students. They believe that teaching migrants their rights will empower them to stand up for what they believe.

Approximately one thousand migrant students have participated in the Close Up Program for New Americans. Many have been sponsored by the Migrant Education Program, with donations from corporations or Close Up fellowships to pay for the student fee.

HIGH SCHOOL EQUIVALENCY (HEP) PROGRAM

Components:

- Counseling
- English as a Second Language
- Home-study
- Placement assistance
- Pre-GED and GED preparation
- Residential and commuter programs
- Spanish instruction
- Stipend
- Transportation
- Tutoring

Description:

Migrant workers or their dependents may prepare for the GED high school equivalency diploma in a residential college setting or as commuters to HEP sites. HEP has a number of sites nationally; numbers and locations vary according to funding.

To be eligible for HEP a person must:

- be a migrant worker, seasonal farmworker, or dependent of one for at least 75 days during the past 24 months
- not already have a high school diploma or its equivalent
- not be currently enrolled in a school
- be at least 17 years old
- complete application materials
- need the academic assistance, support services, and financial aid provided by the program

Career information, job placement, counseling, academic advisement, tutoring, and transportation to and from the program are provided at the HEP sites nationwide. Programs help students make the transition to post-secondary education, job training, or finding employment depending on student preference. Some programs may provide cultural activities, housing, and meals. Additionally, some HEP sites provide instruction in Spanish or Russian, pre-GED basic skills, computer-assisted instruction, home-study options, health services, and child care arrangements.

Student Profile:

Nancy Treviño, 18, lives in Dade City, Florida with her parents. When Nancy's father became sick when she was 14, Nancy dropped out of school to help the family. She worked in the fields for two years, always planning to go back to school. She did go back, for one week, before she considered herself too far behind and dropped out again. In November 1990, Nancy decided to go to the HEP program at the

University of South Florida in Tampa. She found the teachers to be very helpful in their explanations of what she did not understand. Nancy's hard work in her studies resulted in her obtaining a GED in a remarkable four weeks' time. She has plans to study at Job Corps in San Antonio, Texas to become a word processor or a secretary.

LA FAMILIA UNIDA

Components:

For parents:

- Adult Basic Education
- Amnesty/Citizenship classes
- ESL
- GED preparation
- Social Services linkages

For students:

- Home visits
- P.A.S.S. (Portable Assisted Study Sequence) program
- Tutoring

Description:

In the Phoenix, Arizona area, La Familia Unida serves migrant high school students and their parents. The program operates during the school year and summer, providing day and evening classes with bilingual teachers. Students may participate in the P.A.S.S. program to accrue credit and may receive tutoring, if needed. The coordinator and home visitor check on students having problems or low attendance.

Migrant parents are offered classes in Adult Basic Education, English as a Second Language, GED preparation, and amnesty/citizenship. Parents are encouraged to attend training sessions run in conjunction with the Parent Advisory Council (PAC) to gain more information on goal setting, conflict resolution, and improving communication skills with their children, for example. Social service linkages to obtain public assistance, food stamps, medical care and job training are also included. The program makes child care referrals as needed.

Funding for students is provided through the Arizona Migrant Education Program; for parents through the Arizona Adult Basic Education Program.

Student Profile:

Sylvia Long, Coordinator of La Familia Unida, sent us the following letter from Kenia Cortez.

October 5, 1992

"Firstly, I would like to thank Mrs. Sylvia Long and Mr. Rafael Santiago for the great help they have given us and that they still keep giving. Especially when we had the problem with immigration, it was very difficult for my sister Nancy, age 14, and me because we did not know anything about our rights nor what to do when we were

involved in that problem that we never imagined we had, but when Mr. Santiago and Mrs. Long found out they did not wait a single minute to help us, they were always with us and now that we have to go to court to obtain a definite decision they accompany us and give us all their support and encourage us so that we would not feel defeated. Maybe I do not have sufficient words to say all that they have done for us and for many more youth; they are not interested in what race, color or religion we are, they only wish to help us because we are someone in this country and to protect our rights as Hispanics and as persons that we are. They give us much counseling so that we do not leave school and we do well in our classes.

"When Mrs. Long and Mr. Santiago began to help us it was then when we realized that in truth there were people who cared about all the young people that came from other countries in search of a better life and a good education. My parents, Nancy and I, Kenia, are very grateful for all the help they have given us. Now we feel with more confidence and have faith that all will resolve itself and in the end we are going to be able to be here freely, above all because we know that there are persons who care.

"In the name of all my family, I give thanks to Mrs. Long and Mr. Santiago."

Sincerely,
Kenia Cortez

LIFE MANAGEMENT SKILLS RETREAT

Components:

- Counseling
- Self-esteem development

Description:

The Life Management Skills Retreat was developed by a group of migrant counselors in the summer of 1987 under the guidance of the Texas Migrant Interstate Program (TMIP). The counselors wrote a comprehensive manual for migrant educators to address students' low self-esteem which places many of them potentially "at risk" of dropping out of school. The program's activities revolve around a 48-hour retreat that is offered over an extended weekend in a non-threatening developmental counseling setting. A retreat leader and five trainers conduct structured sessions that help students set goals, develop a strong group bond, realize the importance of objectives in life, develop positive attitudes toward school, family, and community, as well as recognize their leadership abilities.

The program is divided into three phases:

Phase I: The Self - Activities that enable participants to know themselves

Phase II: The Self and Others - Skills for working with others

Phase III: Futuring - Application of what was learned to participants' daily lives.

The purpose of the three phases is to allow students to take an introspective look at themselves in order to begin personal, social, and psychological changes that can lead to their success. The program activities are designed to lead to a change in student attitude from which school, family, and community are seen as valuable resources for personal development and goal achievement.

Counselors are advised to select potentially at risk student participants based on some of these factors:

- low self-esteem
- poor grades
- overaged for grade
- low aspirations
- high absenteeism
- dislike for school
- broken home

Activities and topics during the retreat cover a wide range of areas including a human treasure hunt, memory games, a newspaper search for negative articles, daring to be different, successful local role models, interpretation of lyrics to popular songs, family budgeting, conflict resolution, and assertiveness role plays.

MENTE (MIGRANTS ENGAGED IN NEW THINGS IN EDUCATION)

Components:

- Career exploration
- College exposure
- Residential program
- Self-esteem development

Description:

California migrant students participate in a five-week summer residential program at Fresno State or the University of California at Los Angeles in order to improve their motivation and achievement. Incoming sophomores through seniors who are enrolled in a college preparation course of study are eligible for the program. Students must maintain a 3.0 GPA, have three letters of recommendation, and have parental permission to participate. This Migrant Education-funded program serves an average of eighty students each summer.

The MENTE program examines college entrance requirements in selecting coursework for participants. Courses include: writing skills, math, science, computer programming, art/drama, and physical education. Students demonstrate their creativity by writing a play which they perform at their "graduation" ceremony. Themes are often directed toward convincing their parents in the audience that college is an important next step in their lives. Speakers from the workforce, including lawyers, doctors, and business people, make presentations about their careers as motivational efforts. MENTE participants also take study trips which are tied in with the curriculum to such places as local art museums.

MIGRANT CLUB

Components:

- College visits
- Post-secondary information and counseling

Description:

Donna, Texas is the site of an after-school club that offers migrant students in grades 9-12 information about pursuing post-secondary education. Students learn about the impact their Grade Point Average has on their ability to enter college. They also receive information on graduation requirements and the credits needed to do so, financial aid and grants, college admissions policies, application deadlines, preparation for the ACT and SAT tests, and acquaintance of colleges through reviewing their catalogues. Students also have the opportunity to visit colleges. Club officers were selected to attend the migrant Student Leadership Conference in December of 1992. They participated in two days of learning activities to build their leadership qualities.

Student Profile:

Ramiro Montemayor, a senior at Donna (Texas) High School, is the third youngest among six brothers and three sisters in a single parent family headed by his mother. Ramiro has been a migrant all his life. During the school year his mother works in hospital housekeeping, while in the summer the family migrates to Delaware to work in the chicken-processing industry as well as around Eagle Pass, Texas to harvest cucumbers.

Ramiro's older brothers dropped out of school making him the first male in his family planning to complete high school and go on to college. Ramiro has been accepted at South West Texas University at San Marcos where he plans to pursue a PhD in music education. He is a vocalist and favors classical music. Ramiro stated that he never thought he had a chance to go to college until he was in the Migrant Club. Along with the information he received about financial aid applications and deadlines, classes in SAT and ACT preparation, and knowledge about the impact of his Grade Point Average on college admissions, Ramiro stated that being in the Migrant Club helps migrants go places and see things about college and college life that others do not. The Migrant Club helped him define his goal to go to college and how to make it all possible. Ramiro has struggled with seizures all his life and is on medication which keeps them fairly well controlled, he feels. The Migrant Club was instrumental in helping him cope with the seizure problem by giving him support and confidence.

At first Ramiro did not want to join the Migrant Club because it was for migrants and he thought it had nothing to offer him. He realized that club members work together and support each other. He began to understand that the club could expose him to experiences and information that he could not have without it. Ramiro

said, "We talked about funding for college. I would not have known about it without the Migrant Club."

Ramiro credits his mother's influence in helping him make it through school and his health problems. She wants him to have an education and supports his going away if it is for the best.

He advises other migrant youth to "Join the Migrant Club...It offers migrant kids opportunities that others do not have...Look on being migrant as a positive."

MIGRANT STUDENT PROGRAM - UNIVERSITY OF TEXAS AT AUSTIN

Components:

- Correspondence academic coursework
- Credit accrual
- Credit-by-exam

Description:

The Migrant Student Program at The University of Texas at Austin focuses on graduation enhancement by providing courses that fulfill the graduation requirements of Texas. Students earn credit by working on courses at their own pace in any location. All courses, approved by the Texas Education Agency, fulfill Texas curriculum requirements. The courses have been used in Texas and in many states that receive Texas students.

Course offerings include most of the courses required for graduation from Texas. Seventeen migrant courses are designed to meet the learning needs of migrant students. Enriched content is provided in an accessible form by lowering the reading level and providing background skills. Content is broken into short concentration units; vocabulary development is reinforced with exercises; lessons are interactive; and graphics reinforce concepts and structure. Enrollment in these courses as well as standard high school correspondence courses is available through the Migrant Student Program.

Receiving schools may implement UT courses in a variety of modes: by helping students earn credit by enrolling students in a correspondence program, by enrolling them in a credit-by-exam program, by grading lessons independently, or by consolidating partial credit.

Correspondence Program

To earn credit in a course through this model, a student has twelve months to complete nine to twelve lessons satisfactorily and pass a final exam with a score of 70 or higher. Correspondence lessons are mailed to UT for grading and instructor feedback.

Credit-By-Exam Program

Credit is offered by exam for all of the courses. Students take a supervised exam and return it to UT for grading. Students must score 70 or higher to receive credit. UT awards the credit, issues a transcript, and enters the grade on the Migrant Student Record Transfer System.

Grading Lessons Independently

Courses are available for purchase, and the individual site administering the program may grade the lessons and award the credit.

Consolidating Partial Credit

When students have partial credit in a course, the lessons in the UT courses may be used to consolidate credit. To receive this partial credit, the student may be enrolled in a correspondence course or a site may grade lessons and award credit independently.

Students can get help with course work by calling an 800 number, or by writing notes to the instructors on lesson cover sheets. Also, many receiving schools assist students enrolled in courses by providing tutorial sessions. Students who receive tutorial assistance have a higher success rate.

Student Profile:

Manuela Camacho, 20, has travelled with her family to do migrant farmwork since she can remember. Her parents, four brothers and sisters and she have harvested sugar beets in Minnesota, pickles in Wisconsin, apples in Michigan and Washington, and grapes and oranges in California. Because of the nature of her family's work, Manuela always left school in Texas one or two months before the end of the year and didn't return until mid-October or November. The UT correspondence course enabled Manuela to earn credits while she moved with the harvest. Beginning in her freshman year, she took one UT course a year. Manuela mentioned that the courses required her to pay attention to her reading. If she encountered problems and needed additional help, she could call a counselor in her home school or a UT contact person. Manuela received credits for coursework in U.S. Government, Individual and Family Life, and Economics which allowed her to graduate from high school a year early. She graduated from Dr. Leo Figuerroa High School in Laredo, Texas in 1991. She encourages other migrant youth to stay in school. She has plans to enroll in Laredo Junior College in the spring 1993 semester to study computer science.

PORTABLE ASSISTED STUDY SEQUENCE (P.A.S.S.)

Components:

- Assisted academic coursework
- Credit accrual
- Portable instructional packets

Description:

P.A.S.S., which originated in California in 1978, stands for Portable Assisted Study Sequence. It is designed to give migrant secondary students the opportunity to work semi-independently on coursework to earn full or partial credits towards high school graduation. P.A.S.S. is a nationally recognized program that contains all the materials needed to successfully complete the course. The purpose of P.A.S.S. is:

1. To provide portable semi-independent semester learning packets developed for use with migrant students
2. To assist students to learn at their own pace and accrue credits
3. To enhance individual student's study through indepth competency-based learning activities
4. To help students work toward the completion of their secondary sequence of courses leading to graduation.

Approximately twenty states currently participate in some way with the P.A.S.S. program. The portable learning packets may be worked on by the student in addition to regular school year courses, in a summer program, or in transit. P.A.S.S. is often used as the curriculum in migrant education summer and extended day programs and as a supplement in fall, spring and regular term programs. The number of courses vary from state to state; in all, approximately forty courses are available nationwide. All states offer English, social studies and mathematics. Other courses include but are not limited to science, art, study skills and health. Most courses are available for purchase from the states of California, Michigan and Wisconsin.

P.A.S.S. courses consist of five separate units for each semester course; thus, there is a great deal of flexibility in how they can be used. Often a student only needs one or two units to complete a course started in a home-base classroom. Students can earn full or partial credit, respectively, for each entire course or individual unit successfully completed. Credits may be issued from one school district in a state, each local district or by the migrant student's home-based school district.

Some states also provide Mini-P.A.S.S. to 6th, 7th and 8th graders. Developed by the Wisconsin Migrant Education Program, Mini-P.A.S.S. offers migrant middle school students an opportunity to take courses for meeting promotion requirements or for purposes of remediation or enrichment.

There is also flexibility in the management of a P.A.S.S. program. Different management models may be selected based on a state's size, resources, and specific needs of its migrant secondary student population. Particular examples include:

Centralized Model

One office administers the program statewide. This office oversees the program, provides courses to students throughout the state, grades student exams and issues credit. Inservice training for staff, technical assistance, record-keeping and year-end reporting are also provided.

Semi-Centralized/Regional Model

P.A.S.S. activities are generally coordinated by this office statewide or regionally, but the office itself may not provide all related services. Often, several regions in the state or the individual districts grade students' exams and issue credit. Courses are often supplied from one central location. The coordinating office provides inservice, technical assistance and year-end reporting.

De-Centralized/Local Model

This model is used when there is only one site in a state using P.A.S.S. or when multiple local sites are autonomous. With this model each site is responsible for obtaining the P.A.S.S. courses, tutoring students, evaluating the students' work, issuing credit and keeping their own program records.

An Interstate P.A.S.S. Committee, which is a cooperative organization of educators dedicated to assisting secondary migrant students earn credits toward high school, serves as a national coordinating group for the P.A.S.S. Made up of a representative of each state using P.A.S.S., the committee grew out of the need and interest among states to share information, strengthen coordination, and support one another in the establishment, maintenance and improvement of their P.A.S.S. programs.

Student Profile:

Annabel Ortiz has been named Washington State P.A.S.S. Program student of the Year 1991-92. Her story is one that everyone can admire.

Annabel is a migrant student from Toppenish, Washington. Her parents have been migrant workers for many years. Annabel graduated in June of 1992 from the Toppenish High School against great odds. P.A.S.S. was instrumental in assisting Annabel to graduate. Annabel states, "Completing my high school education has been a very difficult task. I quit school to get married after completing only my freshman year. It was not until two and a half years later that I returned to school determined to finally graduate. During the time I had dropped out, I gave birth to a son, got divorced and was diagnosed with cancer.

Annabel, however, was determined to graduate. Her cancer was treated through surgery and chemotherapy. Even through her sickness and birth of her child, Annabel was firm, keeping to her studies. With the help of a tutor who came to her home, she worked on her regular course work and enrolled in P.A.S.S. courses; Annabel made up the two and a half years she missed.

Annabel has goals beyond her graduation and is planning on enrolling in college in the fall of 1992.

STUDENT LEADERSHIP CONFERENCE

Components:

- Career awareness
- Counseling
- Residential program
- Self-esteem development

Description:

A number of states provide leadership training for migrant students during the spring or summer, varying in length from a weekend to a full week. Conferences are generally held on a college campus to maximize student exposure to higher education options. Career exploration, goal setting, self-awareness activities, and building cooperation and mutual trust underlie the student leadership concept.

The Washington leadership conference is a four-day event held in the spring. Small group activities revolve around leadership techniques, problem solving, values clarification, and understanding one's potential. A two-member team of professionals lead each small group. Motivational speakers give students encouragement to reach goals and think positively about their future.

Oregon's leadership training occurs in Jackson County to address the language barrier students from five participating schools face. The training, held on a weekend, encourages migrant students to stay in school and set high achievement goals for their personal lives and academic careers. Group activities and team assignments help develop cooperation and mutual trust among participants.

New York State provides a week-long summer program at the SUNY campus at Oneonta. Students receive daily instruction in life skills, Project Adventure, and coalition building while having their choice of electives. They also attend workshops in multiculturalism, conflict resolution, and responsible dating. The program also offers leadership training, small group counseling, career exploration, and a day dedicated to going to college classes and touring a local campus. Migrant program support staff participate in program activities with the students, attend a multicultural workshop, and develop an outline of follow-up activities and events.

SUMMER INSTITUTES

Components:

- Academic coursework
- Career exploration
- Counseling
- Credit accrual
- Dropout retrieval
- Enrichment
- Intensive English
- Residential program
- Self-concept development
- Stipend
- Tutoring

Description:

The Summer Institutes are six week residential programs located on Florida college campuses to serve at-risk migrant middle and high school students as well as dropouts or non-school attendants. The Institutes are divided into strands: middle school, high school, intensive English, dropout retrieval, and an upgrade strand to place seventh graders who are behind in school due to excessive absenteeism and interruptions with their ninth grade peers.

This program is conducted by the Florida Department of Education in conjunction with designated school districts and colleges. Funding sources include Migrant Education, Adult Migrant and Seasonal Farmworker Program, state general revenues, migrant health centers, and other public and private agencies.

Students are selected on the following needs: below grade level attainment, high absenteeism, frequent school interruptions, low math or reading skills, and low self-esteem. The Institutes provide students with the opportunities to earn academic credits; receive remedial assistance; work on life management, leadership and study skills; explore career options; and develop a positive self-concept. Tutors are available in the evenings and during class time. Speakers, many of whom are former migrants, encourage and motivate students to get an education, and achieve success through commitment and perseverance, as they have.

Residential and guidance counselors as well as vocational specialists are hired to provide needed services. Counseling in the areas of academics, vocations, post-secondary placement, employability skills, and life management are provided. A student and guidance counselor jointly develop an Individual Plan of Action (IPA) which lists recommended coursework needed for grade promotion and high school graduation. Academic strengths and weaknesses are included to aid advocates and guidance counselors in the schools where the student enrolls.

Students have opportunities to participate in numerous activities including student

government, panel presentations, community service projects, academic competitions, talent shows, yearbook and weekly newsletter writing. Educational field trips are an integral component of this program. Trips have been enrichment activities offered through the Summer Institutes to such places as the Kennedy Space Center, Salvador Dali Museum, Sea World, EPCOT, and the Miami Seaquarium. Students are provided a small stipend during their participation in the program to help with daily expenses and to offset their families' economic burden due to their not working.

Student Profile:

Danh Nguyen, 14, attended the 1992 Summer Institute Middle School student at Stetson University. He wrote,

"As I woke up on the first day of the Summer Institute, I saw a sunray go into my eyes, and I felt happiness and joy. I looked out the window and saw a beautiful playground outside. The grass was green, the sky was blue, the food was great, and the people were friendly. Every day my education grows to new levels and my brain works harder. Every subject I've studied is my favorite. The harder I work, the better feelings I get. If I don't do anything, I get bored and go to sleep. The steps I take are very unstable. Some are new and easy to go up and some are old, broken, and hard to step on, but I just keep on climbing no matter what the cost."

SUMMER MIGRANT PROGRAM

Components:

- Day and evening classes
- Interstate and inter-agency linkage
- P.A.S.S. program

Description:

Many states operate summer migrant programs for secondary aged youth to give them the opportunity to make up credit, stay on grade level, or participate in enrichment activities. Extended day and/or evening classes are often provided to accommodate youth's need to work during the day to supplement family income. Correspondence course materials may also be employed as part of the program curricula. An example of a migrant summer program follows:

The high school component of the Princeville (Illinois) Migrant Program features a strong academic program coupled with effective interstate and inter-agency linkages. The 180 hours of instruction offered in the program allow students to earn up to one full credit (two semesters) in a wide variety of courses available through the P.A.S.S. program. The high school program maintains flexible hours in order to accommodate students' work schedules. When students are working in the fields or cannery, classes are held in the evening from 4:30 PM to 8:30 PM. During periods when students are not working, they attend day classes. Teachers are always available during the day for students to obtain extra help, make up a missed session or advance in their studies.

To ensure continuity of services and successful transfer of credits, effective coordination exists with homebase schools, particularly in Del Rio and Eagle Pass, Texas. Student information, transcripts, curricular materials and even classroom teachers are regularly exchanged. In addition, tri-state cooperative efforts have been established to provide continuity for those children whose families also migrate to Cambria, Wisconsin during the course of the summer. As a result of the extensive and ongoing coordination efforts, high school students are appropriately placed, credits are successfully transferred and students experience few academic interruptions as they move from school to school.

The Princeville Migrant Education Program was cited by the U.S. Department of Education as an exemplary program in 1987 and has been featured in two national studies of the Migrant Education Program.

Student Profile:

"My name is Layla Aguilar. I am a fifteen year old sophomore from Del Rio, Texas. I am presently attending Princeville High School in Princeville, Illinois.

"I have been coming to Princeville from Del Rio, Texas off and on since 1985. I

come to Princeville in June and return to Del Rio in November. This year I have an opportunity to be accepted into an honors program at Bradley University in Peoria, Illinois for the school year 1992-93 and may have to stay in Illinois the whole school year. I will be staying with my mother who lives in Peoria. I would normally go back to Del Rio and live with my grandparents.

"The Princeville Summer Migrant program has helped me towards achieving an honors seal diploma in Del Rio, Texas when I graduate in 1995. The summer program itself is difficult since a year's work has to be done in only eight weeks. It is designed to be mostly self-taught (P.A.S.S. program). The teachers are always there for extra help with any type of problems we encounter. Working schedules are not a problem since an instructor is available from 8:30 AM to 8:30 PM.

"The English honors courses are time consuming but well worth the effort. It is a very well-rounded course which covers everything from grammar to reading to comprehending novels.

"In addition to helping me graduate from high school, the summer program offers a great program at Northern Illinois University in DeKalb, Illinois. (See profile of that program on p. 17.) This is perhaps the best part of our summer program in many ways. We spend one week at the university where we hear and learn about what life at the university is like. The experience is one of a kind since we also meet with other migrant students and discuss our future plans for ourselves. The program is full of interesting activities in order to encourage us to aim high for our future.

"In conclusion, the summer program will not only help me acquire an honor seal diploma but will also increase my chances to receive academic scholarships to further my studies since my parents cannot help me financially in this area. The experience at Northern Illinois University will also help me with enrolling and adjusting in the college or university environment.

"I am presently enrolled in courses which will better prepare me for college. I am taking honors classes such as geometry, chemistry, and accounting among my other classes. The summer school program has prepared me for this type of schedule since I have already advanced on some of my graduation requirements.

"Participation in the summer migrant program has also provided me with the opportunity to participate in the Space Camp Program in Huntsville, Alabama, as one of two participants from the state of Illinois for the summer of 1992. This was a very positive experience for me as I met people from all over the world and participated in a program that very few people ever get a chance to. This was a once in a lifetime experience that I will treasure for the rest of my life."

TEXAS/MONTANA DISTANCE LEARNING PROJECT

Components:

- Academic coursework for exit exam preparation
- Evening program
- Interactive, televised broadcasts
- Summer program

Description:

This distance learning pilot project was a cooperative effort between the Texas Education Agency (TEA) and Montana Office of Public Instruction to help the Texas-based migrant students who are in Montana during the summer pass the mandatory Texas Assessment of Academic Skills (TAAS) exit exam to receive a high school diploma. Ninety percent of summer migrants in Montana are from Texas. The two main goals of this project were to help Texas-based migrant students who have not passed the TAAS improve their academic success, and to demonstrate the feasibility of using distance learning as an instructional mode for migrant students.

The six week summer project provided interactive, televised coursework via satellite TV. Instruction was developed and delivered by TI-IN Network of San Antonio, Texas and Texas's Education Service Center, Region 20. Skill areas and specific TAAS objectives were selected from statewide migrant students' TAAS results. Instructional philosophy was based on making learning activities relevant to students' experiences and within meaningful contexts. The following guidelines applied to instructional delivery: conceptual teaching was the foundation; reading, writing and math were given equal blocks of teaching time; drill and practice received low priorities; and focusing solely on student deficits was viewed as inappropriate.

Six Montana sites received simultaneous telecasts from teachers in a studio in San Antonio, Texas. Students had the opportunity to talk to the teachers by phone during the telecast. The broadcasts occurred two hours per evening, four days a week, for four weeks. Montana teaching partners were crucial to program success. They received information about lessons prior to telecasts, followed the coursework, assisted students during telecasts, did warm-up and follow-up activities, and gave feedback to the Texas teachers. At the end of the project, students had the option of going to Billings, Montana to take sections of the TAAS they had not mastered previously. Tests were administered by TEA staff.

Some of the advantages to the distance learning model include:

- educational continuity
- bilingual instruction in areas where bilingual teachers are unavailable
- focused instruction in receiving states on home-base state requirements
- an alternative mode for accruing secondary credit

- consistent high quality of instruction and
- convenient scheduling for migrant students.

Student Profile:

Raquel Martinez, 16, lives in Olmito, Texas with her parents, three brothers and sister. She has been traveling to Montana each summer since she was thirteen to harvest sugar beets. Last summer, Raquel participated in the Texas/Montana Distance Learning Project at Hysham, Montana.

She found the program very useful in helping her prepare for the TAAS and still "had a lot in her head" when she returned to her school in Texas. Evening hours were convenient; Raquel never missed a class. Being able to talk directly to the teacher during the telecast was beneficial, she felt. Raquel mentioned some of the course content: how to do the writing process in order to get a higher grade on the TAAS essay; reading for context clues, main ideas, increased vocabulary. One of the video instructors made math fun with a humorous approach, wearing costumes. Right answers resulted in fireworks on the screen.

Raquel recommends the distance learning program to other migrant students. She viewed it as a helpful and fun way to prepare for the TAAS exam she will take during her junior year of study at Los Fresnos High School in Texas. "It's hard to travel a lot, but if you try really hard to stay in school, you'll graduate," Raquel reminds other migrant youth. She plans to become a nurse after graduation.

YO PUEDO

Components:

- Self-esteem development

Description:

This peer leadership training program was developed for migrant high school bilingual students by the California Migrant Education Program. The program may be used as in-school curriculum or on a college campus. In a year-round program, counselors work on Yo Puedo activities from the program booklet with students once a week to develop self-esteem, motivation to stay in school, and a viable plan for one's future. Students may participate in a "Magic Circle" discussion group in which they focus on positive aspects of their lives, the advantages of their being bilingual, for example.

The purposes of the Yo Puedo program include:

- building and strengthening leadership and advocacy skills
- fostering cultural appreciation
- helping students with self-expression
- encouraging oral language development
- increasing students' skills in decision-making, problem-solving, and conflict resolution
- building self-esteem and communication skills

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